

Varna Community Primary School



Equality Information & Accessibility Plan

Approved by:

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Next review due by:
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1. Aims

Our school aims to meet its obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

Our school aims to promote respect for difference and diversity in accordance with our values. Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Varna Primary School have worked in conjunction with Lancasterian Outreach and Inclusion Service to carry out an Accessibility Walk to carry out an access audit check and identify areas for development where appropriate. This took place with Ann Sullivan on 22nd March 2018.

The audit included all areas of the school building including the parking area, access through all entry points, class rooms, specialist learning areas, toilets (both adult and children), hygiene suite, cloakrooms, hall, outdoor areas (main school and foundation stage), school lift and staffroom. All were found to be accessible and no adjustments were required at this stage.

The school environment was reviewed from the perspective of any future pupil or staff member with a disability and it was agreed that budgeting contingency arrangements would be built in for future use. These resources could be allocated to provide specialist equipment such as a ramp to allow access to the stage area during performances by children and whole school celebration and specialised rise and fall furniture.

School are aware of the need to ensure that all provisions made for children, staff or visitors are developed with specialists from Lancasterian Outreach and Inclusion Service (LOIS), Hearing and Visual Impairment services, Educational Psychologist, Speech and Language therapist, Occupational Therapy service and others where necessary.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

2. Legislation and guidance

This document meets the requirements under the following legislation:

- › [The Equality Act 2010](#), which introduced the Public Sector Equality Duty and protects people from discrimination
- › [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the Public Sector Equality Duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Roles and responsibilities

The governing board will:

- › Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents
- › Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years
- › Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The equality link governor is Liva Ogbuji. They will:

- › Meet with the designated member of staff for equality twice per year and other relevant staff members, to discuss any issues and how these are being addressed
- › Ensure they're familiar with all relevant legislation and the contents of this document
- › Attend appropriate equality and diversity training
- › Report back to the full governing board regarding any issues

The headteacher will:

- › Promote knowledge and understanding of the equality objectives among staff and pupils
- › Monitor success in achieving the objectives and report back to governors

The designated member of staff, Deborah Cheetham (SEN/DCo & Assistant Headteacher) for equality will:

- › Support the headteacher in promoting knowledge and understanding of the equality objectives among staff and pupils
- › Meet with the equality link governor twice per year to raise and discuss any issues
- › Support the headteacher in identifying any staff training needs, and deliver training as necessary

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

4. Eliminating discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act – for example, during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training on an annual basis.

The school has a designated member of staff for monitoring equality issues, and an equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people that are connected to a particular characteristic they have (e.g. pupils with disabilities, or pupils who are being subjected to bullying based on a particular characteristic)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to participate in fasting during Ramadan)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in after school clubs on offer or special roles in the school e.g. Librarians, School Council)

In fulfilling this aspect of the duty, the school will:

- Publish attainment data each academic year showing how pupils with different characteristics are performing
- Analyse the data referenced above to determine strengths and areas for improvement, implement actions in response and publish this information
- Through pupil progress meetings, plan for and identify improvements for specific groups

6. Fostering good relations

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures
- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute where appropriate.
- Working with our local community. This could include organising school trips and activities based around the local community
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach for example working closely with Afruca Charity.

7. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities and if not how it can be made accessible
- Has equivalent facilities for boys and girls

3. Action plan

Objective	Current Good Practice	Actions to be taken
<p>To increase the progress scores for low attaining PPQ pupils in reading, writing and maths.</p>	<p>Pupil progress meetings termly with phase leader</p> <p>Target children identified and additional support given through in class support and interventions</p> <p>Tutoring sessions during breakfast club for targeted children</p> <p>Access to the Bursary foundation in year 5 & 6 for targeted PPQ children</p> <p>PPQ children focus in classroom observation cycle</p>	<p>Evidence based interventions to be run by class LSAs every afternoon.</p> <p>PPQ children highlighted as a concern in pupil progress meetings to be prioritised for access to relevant interventions.</p> <p>Use of external agencies via EP, SaLT and nurture support to enhance quality first teaching. Use of classroom audits and cycle of relevant training for staff.</p> <p>Interventions to have pre and post assessment data analysed and contribute to future support and classroom practice.</p> <p>Use of pupil premium funding to support children to access a wide range of opportunities and increase their cultural capital.</p>
<p>To increase the progress scores for pupils with an identified SEN/D need in reading, writing and maths within EYFS</p>	<p>Admissions in EYFS include telephone appointments, stay and play sessions and where appropriate transition meetings and visits for children already identified as having SEN/D.</p> <p>School work closely with RHOSEY outreach support and health visiting team for nursery aged children.</p> <p>SEN/D Co uses external agency support from SaLT, EP and nurture support to ensure classroom environment and staff understand the wide range of</p>	<p>Continue to develop Beehive provision classroom to ensure it supports progress of children in EYFS who have a significant level of need and require specialist support.</p> <p>Use Cherry Tree Garden assessments as a tool to track children's progress where they are identified as having significant levels of need in one or all areas of the EYFS curriculum.</p> <p>Use pupil progress data to identify SEN/D children at risk of not making expected progress and work</p>

	<p>needs and how best to support them.</p> <p>Introduction of Beehive provision room for children in EYFS and KS1 who require more specialist support.</p>	<p>with the SEN/D Co to establish appropriate provision and interventions for them.</p> <p>Make use of the ordinarily available provision and inclusion toolkit to support staff in meeting the wide range of needs in EYFS.</p>
<p>To increase access to top-up funding through EHCPs to be in line with Manchester average levels of 3.1% compared to 2022-23 levels in Varna of 2.1%.</p>	<p>Full time SEN/D Co within SLT</p> <p>High levels of funding allocated to SEN support staff and SLAs with Educational Psychology, Speech and Language therapy and nurture support.</p>	<p>Increase parent knowledge and understanding of SEN/D and what access they have to support through local services and the local offer.</p> <p>Make best use of RHOSEY for nursery children who require specialist support ensuring early referrals where possible.</p> <p>Follow new statutory process of 1 cycle of assess, plan do review for children with significant levels of need.</p>

9. Monitoring arrangements

This document will be reviewed by at least every 3 years.

This document will be approved by the Headteacher.

10. Links with other policies

This document links to the following policies:

- SEN/D policy
- Risk assessment policy
- Behaviour Policy